The relationship between EFL teacher's behavioral success, age, gender, and their emotional intelligence

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The purpose of this study was to investigate the relationship between EFL teachers' behavioral success, age, gender, and their emotional intelligence. Understanding the role of EI on EFL teaching process has been the main focus of this study. The importance of emotional intelligence has recently become widely important in identifying high potential teachers. Sixty six EFL teachers, both male and female, were randomly chosen from public and private high schools in Chahar Mahal and Bakhtiari province. For evaluating their EI, teachers were asked to complete Bar-On's 'EQ test'. Simultaneously, their students were asked to complete a questionnaire named 'Characteristics of Successful EFL Teachers' with the aim of assessing the teachers' performance. The relationship between EFL teachers' behavioral success (as measured by 'Characteristics of Successful EFL Teachers') and their emotional intelligence (as measured by Bar-On's test) was investigated using Pearson product-moment correlation coefficient. The obtained data showed a high correlation between teachers' behavioral success and their EI. Furthermore, a two-way between-groups analysis of variance was conducted to explore the impact of age and gender on EI. The interaction effect between age and EI as well as gender and EI was statistically significant. The findings showed that as people grow older, their intelligence level increases. Besides, our study showed that female EFL teachers scored significantly higher in EI than male EFL teachers. Results of this study can be useful for language institutes, guidance schools, and high schools. It is also
important to say that understanding the role EI plays in teacher's success will benefit organizations and individuals interested in identifying high potential teachers